

Key Policy and Research for the “Common Variance Points” from the Standards and Indicators for School Improvement

This document contains references to current best practice research for each Common Variance point, and sample best practice policy for each. School members should review all key research in order to determine how the research applies to their school and their students prior to deciding on a policy. Full text is available online directly from the research organization by using the URL listed immediately following each title.

1. The far left column contains text from the **Standards and Indicator for each of Common Variance Point**. Text may be repeated for each of the Common Variance points. For example, Common Variance Point #1 is covered on pages 2 through 5 of the document.
2. The middle column contains **Key Research** for each Common Variance Point. If research is available for the Common Variance point, it will be listed here for ease of use. Research may continue for several pages for each Common Variance point.
3. The far right column contains **Sample Policy** for each Common Variance Point at each level where research is provided. Policies may be repeated for each level.

The columns in the document look like this:

Common Variance Point	Key Research applicable to each Common Variance Point	Sample Policy for each Common Variance Point
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Any questions regarding this document should be addressed to the Council Development Branch in the Kentucky Department of Education at cmeadows@kde.state.ky.us.



Academic Performance Common Variance Points (Standards 1, 2 and 3)

Common Variance Point # 1	Test Scores Used to Identify Gaps	pp. 2-4
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Common Variance Point # 3	Instructional Program	pp. 5-7

Learning Environment Common Variance Points (Standards 4, 5 and 6)

Common Variance Point #4	Effective Learning Community	pp. 8-10
Common Variance Point #5	Removing Barriers to Student Learning	pp. 11-12
Common Variance Point #6	Professional Development	pp. 13

SISI SBDM Policy Checklist	pp. 14
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<p>Common Variance Points # 1 & # 2 Multiple Evaluation & Assessment Strategies Applicable Standards & Common Variance Points: Standard 2 The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.</p> <p> 2.1d Tests scores are used to identify curriculum gaps.</p> <p>?? The school staff reviews the results of multiple assessments to identify gaps in the curriculum.</p> <p>?? The school staff reviews data disaggregated by gender, race, and economic level to identify curriculum gaps and instructional implications.</p> <p>?? SBDM policy requires that the school council review assessment data to identify curriculum gaps.</p> <p> 2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.</p> <p>?? Results of classroom assessments are analyzed to ensure that the state standards are being taught and learned by students.</p> <p>?? Teachers collaborate within content areas to analyze the results of student performances in order to impact instruction and revise curriculum.</p> <p>?? All language arts teachers have received training and are involved in the scoring of writing portfolios and the benchmarks of student work analyzed to inform instruction.</p>	<p>Key Research: Curriculum Standards and Assessment Practices</p> <p><i>Early Childhood/Primary Assessment Practices</i> http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea500.htm (NCREL) Standards for assessment of children aged 3-8 in early childhood programs.</p> <p><i>Middle Level Assessment Practices</i> http://www.nmsa.org/ (National Middle School Association) NMSA Research Summary #16 What Are Appropriate Assessment Practices For Middle School Students? 1. “Donald (1997) identifies two barriers to the implementation of assessment that apply to all levels of learning: (1) lack of global policies about learning and student progress and (2) few resources assigned to assessment.</p> <p><i>High School Assessment Practices</i> http://www.ncrel.org/sdrs/areas/stw_esys/4assess.htm#Findings (NCREL) “The items cited in the research report are based on best practices of the teachers and researchers. The checklist can be used to look at current practices in your school and to jointly set new goals with parents and community groups.</p> <p><i>Ensuring Equity with Alternative Assessments</i> http://www.ncrel.org/sdrs/areas/issues/methods/assment/as800.htm</p> <p>When preparing and administering assessments, teachers can follow guidelines for equitable assessment in the classroom and make use of accommodations and adaptations to the assessment to ensure that all students have an equal opportunity to demonstrate their abilities and achievement. Teachers also are able to make inferences about student performance and how they must refine their instruction to increase or maintain high performance without calling into question the technical adequacy of the assessment.”</p>	<p>Key Policy: Curriculum</p> <p>Part 1: Student Products In each class for each grade, students will submit student performances, which will be evaluated by the teacher.</p> <p>?? Be aligned with the standards and performance</p> <p>?? Use rubrics or scoring guides</p> <p>?? Reflect development of student learning</p> <p>?? Be embedded in the curriculum</p> <p>?? Include opportunities for student choice</p> <p>?? Include options for differentiated instruction</p> <p>?? Be supported by student learning goals</p> <p>Part II: Portfolio Scoring The purpose of this policy is to ensure that student portfolios are scored consistently and fairly.</p> <p>Four writing pieces will be selected for portfolio category scoring: writing for portfolio category, writing for accountability portfolio or writing for portfolio category.</p> <p>All teachers in the school will develop a portfolio development focused on the standards and the school shall provide a portfolio development plan.</p> <p>All teachers in the school will develop a portfolio development established by the principal and the school leader shall develop a portfolio development plan.</p> <p>All teachers in the school will develop a portfolio development key community leaders will develop a portfolio development and other responders shall develop a portfolio development problems that occur frequently and members prior to the conference.</p> <p>Student portfolios at accountability will be scored on a basis at the discretion of the school and the classes and programs shall develop a portfolio development plan.</p>
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Common Variance Points 1 & 2 continued... Multiple Evaluation & Assessment Strategies Applicable Standards & Common Variance Points:

Standard 2 The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.



2.1d Tests scores are used to identify curriculum gaps.

- ?? The school staff reviews the results of multiple assessments to identify gaps in the curriculum.
- ?? The school staff reviews data disaggregated by gender, race, and economic level to identify curriculum gaps and instructional implications.
- ?? SBDM policy requires that the school council review assessment data to identify curriculum gaps.



2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

- ?? Results of classroom assessments are analyzed to ensure that the state standards are being taught and learned by students.
- ?? Teachers collaborate within content areas to analyze the results of student performances in order to impact instruction and revise curriculum.
- ?? All language arts teachers have received training and are involved in the scoring of writing portfolios and the benchmarks of student work analyzed

Key Research: Curriculum Standards and Assessment Practices

Designing Effective Performance Based Assessments for the Classroom:

http://www.kentuckyschools.net/cgi-bin/MsmGo.exe?grab_id=19988856&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=153&query=unit+plan&hiword=UNIT+PLAN+

This portion of the Kentucky Department of Education's web page is devoted to helping teachers and others design interdisciplinary units with performance events for students for their classrooms from preschool to high school.

Identifying Curriculum Gaps Based on Multiple Assessments

Using State Standards and Tests to Improve Instruction

<http://ericae.net/pare/getvn.asp?v=7&n=13> (ERIC)

This article recommends a three-part process for developing an understanding of state assessments and using that understanding to improve instruction. That process is delineation, alignment, and calibration."

Content Assessment in the Native Language (ERIC)

<http://ericae.net/pare/getvn.asp?v=5&n=9>

"Content assessment in the native language, otherwise known as native language assessment, involves eliminating the language barrier posed by tests written in English, to the degree possible. Native language assessment provides a less biased indication of what students know and can do."

Toolkit 98 – North West Regional Educational Laboratory

<http://www.nwrel.org/assessment/toolkit98.asp>

"Sometimes the answer will be an alternative assessment, sometimes traditional assessment, and sometimes a combination of the two."

Teacher Collaboration to Analyze Student Work

What Is the Importance of Collaboration in Schools?

<http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le0>

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Part III: Evaluation of P



The purposes of this policy

- ?? to create teacher a
- implications for a
- ?? to gather evidence
- ?? to target professio
- student performan


At the end of each marking the students in their classes proficient, and distinguishe seventh grade teachers sho grade 8, eighth grade teach work samples, products an distinguished and whether student data to address gap


Each teacher should send a performance level, the num to the Curriculum committ


The Curriculum committee recommendations to the sc curriculum and adjustment: instructional strengths and

<p>to inform instruction.</p> <p>Common Variance Points # 1 and 2 continued.... Multiple Evaluation & Assessment Strategies Applicable Standards & Common Variance Points: Standard 2 The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.</p> <p> 2.1d Tests scores are used to identify curriculum gaps.</p> <p>?? The school staff reviews the results of multiple assessments to identify gaps in the curriculum.</p> <p>?? The school staff reviews data disaggregated by gender, race, and economic level to identify curriculum gaps and instructional implications.</p> <p>?? SBDM policy requires that the school council review assessment data to identify curriculum gaps.</p> <p> 2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.</p> <p>?? Results of classroom assessments are analyzed to ensure that the state standards are being taught and learned by students.</p> <p>?? Teachers collaborate within content areas to analyze the results of student performances in order to impact instruction and revise curriculum.</p> <p>?? All language arts teachers have received training and are involved in the scoring of writing portfolios and the</p>	<p>pet.htm</p> <p>“Schools with professional collaboration exhibit relationships and behaviors that support quality work and effective instruction.... These settings also foster practices that support success.”</p> <p>Key Research: Portfolio Assessment Practices</p> <p><i>Teacher Training on Portfolio Assessment</i> (Scoring, Analysis and Instruction)</p> <p>Teacher training on portfolio assessment is required by regulation in Kentucky. Teacher training should address all of the areas required by regulation. 703 KAR 5:010: http://www.lrc.state.ky.us/kar/703/005/010.htm</p> <p><i>Kentucky Portfolio Assessment – School Writing Program</i> http://www.kentuckyschools.net/cgi-bin/MsmGo.exe?grab_id=19988856&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=606&query=Portfolio&hiword=PORTFOLIO+</p> <p>Portfolio analysis is a structured intensive objective examination of a school's writing program, as reflected in the assessment portfolios. It provides an opportunity for an entire faculty to meet together as professionals with one common goal: to improve student performance.</p>	<p>Part IV: Portfolio Analysis</p> <p>The objectives of portfolio analysis are:</p> <ul style="list-style-type: none"> ?? to analyze portfolio ?? to help schools gain ?? to target professional student performance <p>School councils must have</p> <ol style="list-style-type: none"> 1. Procedure to collect categories. These portfolio or they r 2. Policy to provide development focus 3. Procedures for scoring team to limit score a larger number 4. Policy addressing limit a conference frequently. 5. Policy that require example, during r 6. Policy requiring tl 7. Policy requiring te to include in the p time
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benchmarks of student work analyzed to inform instruction.		
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<p>Common Variance Point #3 Instructional Practices</p> <p>Applicable Standards and Common Variance Points:</p> <p>Standard 3 The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.</p> <p> 3.1b Instructional strategies and learning activities are aligned with the district, school, and state learning goals and assessment expectations for student learning.</p> <p>?? Instruction is aligned to the school curriculum, which is based on state and local learning goals.</p> <p>?? Learning activities require students to complete tasks similar to those used for state and local assessments (e.g., open-response questions, experiences with various types of reading, converting data to graphs).</p> <p>?? SBDM policy addresses the alignment of instructional strategies to goals for student learning.</p>	<p>Key Research: Instructional Practices and Homework</p> <p><i>Early Childhood/Primary Instructional Practices</i> http://ericeece.org/pubs/digests/2000/tomlin00.html “The following broad principles and characteristics are useful in establishing a defensible differentiated classroom: 1. <i>Assessment is ongoing and tightly linked to instruction.</i> 2. <i>Teachers work hard to ensure "respectful activities" for all students.</i> 3. <i>Flexible grouping is a hallmark of the class.”</i></p> <p><i>Protecting Children From Inappropriate Instructional Practices</i> http://ericeece.org/pubs/digests/1990/bredek90.html “Develop alternative assessment instruments and procedures that can be used instead of standardized tests.”</p> <p><i>Middle Level Content Specific Instructional Practices</i> http://www.kde.state.ky.us/cgi-bin/MsmGo.exe?grab_id=19988856&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=423&query=middle&hiword=MIDDLE+ (Link to “Middle Level Program Self Evaluation Tool, Standard 3: Instruction”) The middle level tool correlates the Standards and Indicators for School Improvement with best practice for middle school instruction. The council or a committee to review SBDM Council Policy at the middle level, and recommend changes to policy and practice could use the tool.</p> <p><i>High School Instructional Methods/Block Scheduling</i> http://education.umn.edu/carei/blockscheduling/Q&A/q&a.html Commonly asked questions and answers about block scheduling and why it works.</p> <p><i>How to Differentiate Instruction in Mixed Ability</i></p>	<p>Key Policy: Instructional Practices</p> <p>Part I: Classroom Instructional Practices Teachers shall emphasize the following:</p> <ol style="list-style-type: none"> 1. Identifying similar 2. Summarizing and 3. Reinforcing effort 4. Homework and pr 5. Nonlinguistic repr 6. Cooperative learn 7. Setting objectives 8. Generating and te 9. Questions, cues, a <p>Evidence of these instructional practices shall be included in instructional field tri</p> <p>Part II: Teacher Mentor At least once during each year, the teacher shall meet with the mentor to:</p> <ol style="list-style-type: none"> 1. Review the instructional practices 2. Discuss effectiveness 3. Identify strategy a 4. At the end of the year, the teacher shall meet with the principal. The principal shall provide professional growth <p>Part III: Principal Role The principal shall:</p> <ol style="list-style-type: none"> 1. Check for success of each teacher. 2. Check teacher less than 10 minutes at each regular meet 3. Make recommend for professional devel 4. Include areas need
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<p>Common Variance Point #3 continued... Instructional Practices</p> <p>Applicable Standards and Common Variance Points:</p> <p>Standard 3 The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.</p> <p> 3.1b Instructional strategies and learning activities are aligned with the district, school, and state learning goals and assessment expectations for student learning.</p> <p>?? Instruction is aligned to the school curriculum, which is based on state and local learning goals.</p> <p>?? Learning activities require students to complete tasks similar to those used for state and local assessments (e.g., open-response questions, experiences with various types of reading, converting data to graphs).</p> <p>?? SBDM policy addresses the alignment of instructional strategies to goals for student learning.</p>	<p><i>Classrooms</i> - ASCD Study Guide for Book http://www.ascd.org/readingroom/studyguides/tomlinson01.html This study guide asks thought-provoking questions about differentiated instruction.</p> <p>Key Research: Instructional Practices and Homework</p> <p><i>Leadership for Differentiating Schools and Classrooms</i> http://www.ascd.org/readingroom/books/tomlinson00book.html</p> <p>“In the context of education, we define <i>differentiation</i> as a teacher's reacting responsively to a learner's needs. A teacher who is differentiating understands a student's needs.... The goal of a differentiated classroom is maximum student growth and individual success.... Personal success is measured, at least in part, on individual growth from the learner's starting point—whatever that might be. Put another way, success and personal growth are positively correlated.”</p> <p><i>Classroom Instruction That Works</i> http://www.ascd.org/readingroom/books/marzano01toc.html</p> <p>“One of the primary goals of the McREL study was to identify those instructional strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels. There are nine categories of strategies that have a strong effect on student achievement (listed in order):</p> <p>Identifying similarities and differences Summarizing and note taking Reinforcing effort and providing recognition Homework and practice Nonlinguistic representations* Cooperative learning Setting objectives and providing feedback Generating and testing hypotheses Questions, cues, and advance organizers</p>	<p>growth plans.</p> <ol style="list-style-type: none"> Report to the cou suggestions for fu Review each e-ma Assign teacher me <p>Key Policy: Homework</p> <p><u>Primary Level Homework</u></p> <p>Homework assignments for</p> <p>The National Parent-Teacher homework:</p> <p>Primary grades: Up to 20</p> <p>Teaching teams at each level shall follow up on any parent</p> <p>Homework is an extension of instruction, parent-child assignment spend reading at home. The primary program will not be rewarded. Students who</p> <p><u>Intermediate Level Homework</u></p> <p>Homework assignments for</p> <p>The National Parent-Teacher homework:</p> <p>4th - 6th grade: 20 to 40</p> <p>Teaching teams at each level shall follow up on any parent</p> <p>Homework is an extension of instruction, parent-child assignment spend reading at home. The intermediate grades may be of the total grade for any student</p>
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<p>Common Variance Point #3 continued... Instructional Practices</p> <p>Applicable Standards and Common Variance Points:</p> <p>Standard 3 The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.</p> <p> 3.1b Instructional strategies and learning activities are aligned with the district, school, and state learning goals and assessment expectations for student learning.</p> <p>?? Instruction is aligned to the school curriculum, which is based on state and local learning goals.</p> <p>?? Learning activities require students to complete tasks similar to those used for state and local assessments (e.g., open-response questions, experiences with various types of reading, converting data to graphs).</p> <p>?? SBDM policy addresses the alignment of instructional strategies to goals for student learning.</p>	<p>Key Research: Instructional Practices and Homework</p> <p><i>Helping Your Students Without Homework</i> http://www.ed.gov/pubs/HelpingStudents/ Homework problems often reflect our changing American society. "Most children don't come home to a plate of cookies and Mom saying, 'Do your homework,'" explains Mary Beth Blegen, Teacher in Residence at the U.S. Department of Education and a veteran Minnesota high school history, humanities, and writing teacher. Many parents report returning home around dinnertime after a hectic day at work, too tired to monitor assignments. Students' personal difficulties and competing priorities can also create obstacles to completing homework successfully.</p> <p><i>End Homework Now</i> http://www.ascd.org/readingroom/edlead/0104/kralovec.html 1 "The call for greater accountability in education, with its increased focus on test scores and outcomes, puts homework on the line.</p> <p><i>Developing Homework Policies</i> http://www.ed.gov/databases/ERIC_Digests/ed256473.html Issues to be considered when developing homework policies may include: "What kind of homework is most effective? How much homework is appropriate? At what age level is homework a useful learning tool? Who is responsible for deciding how much homework to assign? Who is responsible for monitoring homework?</p> <p><i>Changing Homework Habits</i> http://exchanges.state.gov/forum/vols/vol36/no1/p36.htm</p>	<p>who miss school will make</p> <p><u>Middle Level Homework</u></p> <p>Homework assignments for</p> <p>The National Parent-Teacher homework:</p> <p>7th - 8th grade: Generally a student is taking.</p> <p>Teaching teams at each level shall follow up on any parent</p> <p>Homework is an extension of instruction, parent-child accomplish reading at home. The middle grades may be given the total grade for any subject miss school will make up credit</p> <p><u>High School Homework</u></p> <p>The National Parent-Teacher homework:</p> <p>9th - 12th grade: Generally a student is taking.</p> <p>Teaching teams at each level shall follow up on any parent</p> <p>Homework is an extension of instruction, parent-child accomplish reading at home. The middle grades may be given the total grade for any subject</p>
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	<p>“Changing some of my attitudes helped me. When I introduce homework (correction and assignment) as part of the classroom routine, and as a systematic activity, students start to make it a habit. I have noticed that students are more comfortable about homework, and they don't seem pressured doing it.”</p>	<p>miss school will make up c</p>
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<p>Common Variance Point #4 Effective Learning Community:</p> <p>Applicable Standards and Common Variance Points:</p> <p>Standard 4 The school/district functions as an effective learning community and supports a climate conducive to performance excellence.</p> <p> 4.1f. The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.</p> <p>?? Most students have equal access to all classes regardless of cultural background, physical abilities, socio-economic status, and intellectual abilities.</p> <p>?? Diverse student learning groups are formed based on instructional needs with occasional evaluation and adjustments.</p> <p>?? The SBDM council establishes a policy to maintain an effective student/teacher ratio for meeting the needs of all students.</p> <p>?? The master schedule is designed to provide the flexibility for teachers to switch teaching assignments in order to capitalize on other teachers' in-depth knowledge of specific topics.</p>	<p>Key Research: Assignment of Students to Classes and Programs</p> <p><i>Effective Grouping Practices</i> http://www.ncrel.org/sdrs/areas/issues/content/cntareas/math/malgroup.htm Flexible grouping practices that call for collaboration by diverse groups of students, when combined with high expectations and high-quality instruction, have great potential for ensuring equity and excellence for all students.</p> <p><i>Grouping Students for Instruction</i> http://www.ncrel.org/sdrs/areas/issues/methods/instrctn/in500.htm Miller (1995) concludes: "The practice of grouping by age and grade may be creating a significant barrier to meeting the goals of equity and instructional excellence in schools" (p. 28).</p> <p>"The National Middle School Association (1997) has identified multiage grouping, cooperative learning, heterogeneous grouping, developmentally appropriate learning tasks, cross-age tutoring, flexible scheduling, and positive evaluations as important instructional strategies for older children. Multiage grouping also is beneficial for gifted and special-needs students (Nye, 1993). Gifted children are challenged to achieve to their potential because there is no limitation of a grade-level curriculum. Children whose primary language is other than English typically receive special support and assistance from their multiage classmates (Grant, 1993)."</p>	<p>Key Policy: Student Assignment</p> <p>Elementary Level Assignment Our school will implement the instructional practices and assign:</p> <ol style="list-style-type: none"> 1. Flexible grouping of students 2. Looping practices for the same teachers. 3. Review and report on the committee. 4. Consider loops of 3-4 5. Mixed age and mixed individual or small group <p>The school will not exceed class size cap rule may be made in compliance with preferences for student placement. The principal shall assign students, minority students, at regular meeting following conference.</p> <p>Policy for Primary/Elementary The school schedule should accommodate:</p> <ol style="list-style-type: none"> 1. Provide quality teaching 2. Provide varying learning skills. 3. Create a school climate varied instructional needs <p>Our school council will implement provide regularly scheduled, by Reina 1993). The schedule will</p> <p>In the extension center, students they have opportunities for pre-gifted and talented, or Title I—on enrichment activities. The center regular teaching staff. An alternative or special education teachers. center or to rotate library/medical</p>
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<p>Common Variance Point #4 continued... Effective Learning Community:</p> <p>Standard 4 The school/district functions as an effective learning community and supports a climate conducive to performance excellence.</p> <p> 4.1f. The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.</p> <p>?? Most students have equal access to all classes regardless of cultural background, physical abilities, socio-economic status, and intellectual abilities.</p> <p>?? Diverse student learning groups are formed based on instructional needs with occasional evaluation and adjustments.</p> <p>?? The SBDM council establishes a policy to maintain an effective student/teacher ratio for meeting the needs of all students.</p> <p>?? The master schedule is designed to provide the flexibility for teachers to switch teaching assignments in order to capitalize on other teachers' in-depth knowledge of specific topics.</p>	<p>Key Research: Assignment of Students to Classes and Programs</p> <p><i>Case Study: North Laurel High School, London, Kentucky (SREB)</i> <i>No More General Track</i> http://www.sreb.org/programs/hstw/publications/case_studies/north_laurel.asp <i>"We could have made superficial changes to meet state standards," Smith said, "but we wanted our school to change fundamentally."</i> The result has been a challenging program of study for all students, instructional practices to actively involve students, and guidance and extra help systems to boost student performance.</p> <p><i>Case Study: Lee County High School and Lee County Area Technology Center (SREB)</i> <i>Eliminating Low Level Courses</i> http://www.sreb.org/programs/hstw/publications/case_studies/lee_county_high.asp The schools began by eliminating the general track, using applied instructional strategies and implementing a modified block schedule. During the ensuing years, the staff worked with a limited budget to institute project-based instruction, including projects that integrated mathematics, English, science and technical skills. Students were required to read more, write more, do oral presentations and keep journals.</p> <p><i>High School Block Scheduling</i> http://education.umn.edu/carei/blockscheduling/Q&A/q&a.html The 4X4 Block Schedule with 90-minute classes allows for greater flexibility in teaching activities and greater involvement by students. Students will continue to have a rigorous academic experience, but, hopefully, fewer classes will provide greater focus and less stress.</p>	<p>for example) The principal shall</p> <p>Policy for Middle Level Schedule The school schedule should accomplish the following:</p> <ol style="list-style-type: none"> 1. Provide quality teaching 2. Provide varying learning skills. 3. Create a school climate that supports varied instructional <p>Our middle school will operate for 35 days and have 5-15 day</p> <p>The principal shall present a schedule for this schedule.</p> <p>Policy for High School Schedule The school schedule should accomplish the following:</p> <ol style="list-style-type: none"> 1. Provide quality teaching 2. Provide varying learning skills. 3. Create a school climate that supports varied instructional <p>Every other week during the school year a full day on a rotating basis. 15 minutes to review progress interdisciplinary units and projects.</p> <p>The school lunch period shall include library, gym, computer lab, and extra help; club meetings and other activities to accommodate students purchasing</p> <p>The principal shall present a schedule for the following</p>
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Common Variance Point #4 continued... Effective Learning Community:	Key Research: Staff Time Assignment	Key Policy: Staff Time Assignment
<p>Standard 4 The school/district functions as an effective learning community and supports a climate conducive to performance excellence.</p> <p> 4.1f. The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.</p> <p>?? Most students have equal access to all classes regardless of cultural background, physical abilities, socio-economic status, and intellectual abilities.</p> <p>?? Diverse student learning groups are formed based on instructional needs with occasional evaluation and adjustments.</p> <p>?? The SBDM council establishes a policy to maintain an effective student/teacher ratio for meeting the needs of all students.</p> <p>?? The master schedule is designed to provide the flexibility for teachers to switch teaching assignments in order to capitalize on other teachers' in-depth knowledge of specific topics.</p>	<p><i>Finding Time for Teacher Collaboration</i> http://www.ascd.org/readingroom/edlead/9309/raywid.html "Once time for teachers to collaborate has been found, how should it be allocated and scheduled? Experience to date recommends some useful criteria.... Finally, in finding the time for substantial, continuing teacher collaboration, two opposing concerns must be kept in mind: (1) it is neither fair nor wise to ask teachers to deduct all the time needed from their personal lives (like weekends and holidays), even with compensation; and (2) conscientious teachers are reluctant to be away from their classrooms for an extended time unless they can feel confident about what's happening in their absence. Thus, schools need ongoing, carefully planned programs for classroom coverage."</p> <p><i>Educators As Learners: Creating a Professional Learning Community In Your School</i> http://www.ascd.org/readingroom/books/wald00book.html "With this work, we are forging into the future; and we invite you to join us in this collaborative learning adventure."</p> <p><i>Job Sharing: One Teacher's Perspective</i> http://www.ascd.org/readingroom/classlead/9802/class02a.html</p> <p><i>Study Groups Foster Schoolwide Learning</i> http://www.ascd.org/readingroom/edlead/9211/murphy.html "First, for study groups to achieve the above purposes, participation should not be voluntary. It is not optional that student learning improves and that schools get better. Volunteerism supports individual, not organizational, development. I understand that there is a fine line between individual rights and the rights of the organization. While I support the individual in selecting development activities that meet personal needs, those individual rights should not hinder the organization's progress..."</p>	<p>The principal shall assign staff to:</p> <ol style="list-style-type: none"> 1. Fully supports the instructional needs of beginning teachers 2. Allows flexibility to assign staff to instructional needs of beginning teachers 3. Allows flexibility to assign staff to instructional needs of beginning teachers 4. Allows staff members to assess student work 5. Provides each teacher with a copy of current research in the field 6. Does not require hours of student work 7. Requires every teacher to be current in research in the field <p>To complete these assignments:</p> <ol style="list-style-type: none"> 1. By April 1, invite all staff to write for the next year 2. By May 15, notify all staff of the results of the survey 3. Notify the council of the results of the survey 4. Update the council of the results of the survey <p>The principal may alter assignments when necessary:</p> <ol style="list-style-type: none"> 1. When necessary to respond to the needs of the school 2. When necessary to respond to the needs of the school 3. When the principal determines that the needs of the school are not being met 4. When the council determines that the needs of the school are not being met

**Common Variance Points #5:
Removing Barriers to Student Learning**

Standard 5 The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.



5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

- ?? ESS teachers communicate with classroom teachers regarding student achievement.
- ?? Staff utilizes ESS instructional time to promote and support student achievement.
- ?? Supporting programs (e.g., Title I, ESS) are assessed and refined to meet the needs of the students.
- ?? There is collaboration among various programs (e.g., Title I, ESS, FRYSC, school guidance programs) regarding student achievement.
- ?? Co-curricular programs support student learning and most students have access to the programs.
- ?? The school provides most students with opportunities for active citizenship and service learning.

Key Research: Extended School Services (ESS)

Extending Learning Time for Disadvantaged Students
<http://www.ed.gov/pubs/Extending/brochure/brochure.html>

These goals promote high academic and behavioral standards and cultivate productive links between the student and the world beyond the classroom. Promising practices include:

- ?? Careful planning and design
- ?? Links between the extended time and the regular academic program, which connect the added time to school experiences.
- ?? A clear focus on using extended time effectively.
- ?? A well-defined organization and management structure.
- ?? Parent and community involvement.
- ?? A strong professional community.
- ?? Cultural sensitivity.
- ?? A willingness to resolve or work around obstacles. (Extended-time programs for disadvantaged students face many challenges to planning and implementation, including problems with attendance, transportation, staffing, and safety during nonschool hours. Good programs find ways to resolve or work around these obstacles. In particular, programs that have experienced long-term success appear to have solved the problems of reliable transportation and locating the program in a safe, central location.)
- ?? Extended-time tutoring and homework help sessions.
- ?? Thoughtful evaluation of program success.

Concluding Observations About Time and Student Learning
<http://www.ed.gov/pubs/SER/UsesofTime/chap3-3.html#conclude>

- The most important lessons learned are the following:
1. Simply adding more classroom time to the school year or day is a weak reform strategy.
 2. More academic time is not necessarily needed if there is flexibility to reconfigure existing time in ways that make more sense to students and teachers.

Key Policy: Extended School Services

The purpose of Extended School Services is to provide the time needed to meet curriculum and state standards guidelines:

Part I: An “ESS” component
should establish clearly defined guidelines for the amount of time to be added to the regular school budget. Collaboration with the community is needed when they approve the component.

Part II: Links shall be established
These connections shall be made between the program and provide information on increasing the programs' coordination with other instruction to students who need it.

Part III: The ESS program
shall include instructional practices that are different from classroom methods, such as individualized instruction supported by brain research and technology.

Part IV: A well-defined organization
supervising staff after consultation with the community monitoring student and staff progress. A council at each regular council meeting. The student should be turned away from the program by the transportation director and FRYSC need ESS.

Part V: A professional component
Professional staff development goals and objectives, curriculum, teachers' instructional repertoire, expertise, cultural awareness. ESS instruction should be made a priority.

Part VI: Reduction of barriers
during the ESS program shall be a priority.

**Common Variance Points #5
continued...**

Removing Barriers to Student Learning

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1. ESS teachers communicate with classroom teachers regarding student achievement.
2. Staff utilizes ESS instructional time to promote and support student achievement.
3. Supporting programs (e.g., Title I, ESS) are assessed and refined to meet the needs of the students.
4. There is collaboration among various programs (e.g., Title I, ESS, FRYSC, school guidance programs) regarding student achievement.
5. Co-curricular programs support student learning and most students have access to the programs.
6. The school provides most students with opportunities for active citizenship and service learning.

3. Extending noninstructional time at school has important impacts on students.
4. Flexibility of educational time is an especially important characteristic for schools that serve high school students at risk of school failure.

Key Research: Extended School Services (ESS)

Extended Learning: Issues

<http://www.ncrel.org/sdrs/timely/extiss.htm>

Research suggests that the positive effects of extended learning programs come from high-quality programs that emphasize meaningful, engaged learning and that are developed and implemented in partnerships with families, schools, and communities (Pittman & Irby, 1996; Posner & Vandell, 1994; Pederson, DeKanter, Bobo, Weinig, & Noeth, 1998). Such programs occur in a safe, secure environment and aim to meet the physical and developmental needs of the whole child by including academic, recreational, and cultural components (Fashola, 1998).

principal should be reported to the school coordinator and superintendent for specific assistance from the district and be accessible to the students and

Part VII: Extended-time to be used regularly with classroom teachers shall not be used solely to help students prepared to complete their homework or independent practice of skills. More time and more intensive interventions are targeted at specific needs of students and who shall deliver

Part VIII: the Comprehensive evaluation of the extended measures of academic achievement, number of students in ESS with a teacher and regular classroom teacher. The report on the agenda of the improvement Planning committee shall include improvements needed to the

Additional Extended Learning

Sample Policy A: Teachers shall provide a description of the academic intervention, referral, and recommending intervention. ESS teachers shall schedule a meeting with the program, to discuss academic intervention from the ESS program. If the meeting include the Title I teacher in

**Common Variance Points #6:
Professional Development**

Applicable Standards: Standard 6
The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.



6.2.c Leadership provides and implements a process of personnel evaluation that meets or exceeds standards set forth in statute and regulation. The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency. (This indicator is outside SBDM council authority. School councils have no role in the evaluation and growth plans of personnel. The school principal must ensure implementation of these indicators.)

- ?? Personnel evaluations meet the requirements of state statutes and regulations and are administered fairly and consistently.
- ?? School administrators implement a personnel evaluation system that fosters multiple observations of staff, providing opportunities for coaching and effective feedback to improve effective teaching practices and improve student achievement.
- ?? The district supports school administrators in the implementation of a quality personnel evaluation

Key Research: Professional Development

A New Vision for Staff Development

<http://www.ascd.org/readingroom/books/sparks97/toc.html>

“Ultimately, systemic change efforts must be judged by their contribution to student learning. While participants' satisfaction is a desirable goal, assessment efforts must also provide information about changes in on-the-job behavior, organizational changes, and the improved learning of all students.”

Professional Development Resources and Links (NCREL)

<http://www.ncrel.org/sdrs/areas/pd0cont.htm>

Check out the latest national research on professional development at the North Central Regional Education Laboratory.

Leadership and Evaluation Web Page, KDE

http://www.kentuckyschools.net/cgi-bin/MsmGo.exe?grab_id=118745816&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=186&query=Staff+Evaluation+&hiword=STAFF+EVALUATION+

The Kentucky Department of Education maintains a resources page with updated information for Kentucky practitioners.

National Staff Development Council (NSDC)

<http://www.nsdc.org/educatorindex.htm>

The National Staff Development Council (NSDC) is the largest non-profit professional association committed to ensuring success for all students through staff development and school improvement.

The Council views high quality staff development programs as essential to creating schools in which all students and staff members are learners who continually improve their performance. To learn more about NSDC and what we mean by staff development, visit the [Inside NSDC](#) section of their web site.

Key Policy: Personnel Eval

These policies are developed
decision making role in this a

system.		
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<i>SISI POLICY CHECKLIST: SBDM Policy Areas and Supporting Standards Identified in the Standards and Indicators</i>	
<i>Policy Area</i>	<i>Standard/Indicator</i>
Curriculum Development, Alignment, Revision, Vertical /Horizontal Articulation, Transitions	<i>1.1.f</i>
Appropriate Use of Authentic Assessment	<i>2.1.b</i>
Review of Assessment Data to Identify Curriculum Gaps	<i>2.1.d, 9.2.a</i>
Multiple Assessments of Student Learning	<i>2.1.e</i>
Policies and Operational Procedures on Assessment Issues	<i>2.1.g</i>
Teacher Use of Effective and Varied Instructional Strategies	<i>3.1.a</i>
Alignment of Instructional Strategies with Learning Goals/Student Standards	<i>3.1.b</i>
Use of Instructional Strategies to meet Diverse Learning Needs of Students	<i>3.1.c</i>
Use of Technology in Instruction	<i>3.1.c</i>
School Homework Policy (how homework is assigned, monitored, and connected to instruction)	<i>3.1.h</i>
School Discipline: Safety Policies that Enforce a Safe, Orderly, Equitable Learning Environment	<i>4.1.a</i>
School Schedule: Provides Time for Teacher Collaboration and Flexibility (Approved by Council)	<i>4.1.b, 4.1.f, 8.1.a, 8.1</i>
Staffing Policy: Effective Student/Teacher Ratios	<i>4.1.f, 8.1c</i>
Written Public Relations Plan (Approved by Council)	<i>4.1.i</i>
Appreciation of Diversity and Support of Educational Equity	<i>4.1.k</i>
Policies that ensure students have equal access to Core Curriculum	<i>5.1.b, 8.1.b</i>
Referral Process for Students to Health and Social Services	<i>5.1.c</i>
Identification of Programs and Support Services for Students Struggling Academically	<i>5.1.c, 8.1.f</i>
Professional Development (Needs Assessment/Schoolwide Plan/Resource Allocation/Evaluation)	<i>6.1.b, 6.2.c</i>
Evaluation of Personnel (Procedures/Self-Assessment/Professional Growth/SBDM Policy Implementation)	<i>6.2.a, 6.2.f</i>
Protection of Instructional Time	<i>7.1.g, 8.1.d</i>
SBDM Policy Revision and Review	<i>7.1.i</i>
Planning Policy (Mission/Beliefs/Review and use of Data/Priorities/Focus on Academic Performance/Reporting)	<i>7.1.j, 9.1, 9.2, 9.3, 9.4</i>
Budget Process (involves staff members in needs assessment, fiscal decisions, comprehensive improvement plan connection)	<i>8.1.a, 8.2.a</i>
Committee Process (standing and ad hoc committees, leadership opportunities)	<i>8.1.a, 9.5.b</i>